DOCUMENT RESUME

ED 150 447 CE 015 037

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TITLE	Pasadena City College SIGI Project Research Design.
INSTITUTION	Pasadena City Coll., Calif.
PUB DATE	30 Sep 74
NOTE	62p.; For related documents see CE 015 035 and CE 015 038
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Autoinstructional Programs; Career Choice; Career Exploration; Computer Oriented Programs; Counselor Attitudes; Decision Making; *Educational Research; *Evaluation Criteria; Guidance Programs; Junior Colleges; Man Machine Systems; Methods Research; *Occupational Guidance; Occupational Information; Pilot Projects; *Program Evaluation; Questionnaires; *Research Design; Student Attitudes; Student Characteristics; Vocational Counseling; Vocational Development
IDENTIFIERS	Pasadena City College; *System of Interactive Guidance and Information

ABSTRACT

The research design is presented for an evaluation of a computer based career guidance program, SIGI (System of Interactive Guidance and Information), designed by Educational Testing Service to assist community college students in improving their ability to make career decisions. The plan described is for the Pasadena City College field test--a pilot study during 1974-75 and the expanded study in 1975-76. The outline of the design covers (1) procedures (recruitment of students, assignment to experimental and control groups, and pre-post testing and counseling; (2) the sample (150 students per group in the pilot test and 250 per group in the expanded study); (3) collection and treatment of data (student and counselor questionnaires and nonparametric statistical analyses); (4) criteria to be measured (28 specific criteria to be measured, e.g., "extent of success in college program as measured by grade point average," and "degree of change in students' sureness in choice of college program and occupation as measured by self ratings."; and (5) assumptions and limitations. In addition to the design outline, the following background materials are presented: a description of SIGI, notes on dissemination of information regarding the system, a suggested letter and information sheet for recruitment of participants, description of criteria measures and other areas to be investigated, discussion of data analyses, and copies of the registration form for SIGI applicants and three student and one counselor questionnaire to be used in the study. (Reports of the research studies are available separately: pilot study, CE 015 038; research study, CE 015 035.) (JT)

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PASADENA CITY COLLEGE

SIGI PROJECT RESEARCH DESIGN

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PASADENA CITY COLLEGE

SIGI PROJECT RESEARCH DESIGN

CONTENTS

		PAGES
PART I.	SIGI RESEARCH DESIGN - 1974-75	
	A. Introductory Statement	1
	B. Procedures	1
	C. Sample	2
	D. Collection and Treatment of the Data	2
	E. Criteria	3
	F. Assumptions and Limitations	5
PART II.	BACKGROUND AND RELATED MATERIALS	
	A. Background	8
	B. Dissemination of Information Regarding SIGI	17
	C. Suggested Announcements about SIGI	18
	Letter of Information SIGI Information Sheet	
	D. Description of Criteria Measures and Other Areas to be Investigated	24
	E. Criteria to be Measured - Sources and Due Dates	30
	F. Additional Analyses of the Data	33
	G. Registration Form - SIGI Applicants	
	H. SIGI Evaluation Questionnaire	
	I. Occupational Information Questionnaire	
	J. Counselor Questionnaire	
	K. Student Questionnaire (SQ I & SQ II)	

PASADENA CITY COLLEGE

PART I. SIGI RESEARCH DESIGN - 1974-75

A. Introductory Statement

This research design was constructed to provide an evaluation of the effectiveness of SIGI at Pasadena City College during 1974-75. The 1974-75 study of SIGI is the first part of the two year comprehensive study at the college. During 1974-75 the design itself will be subjected to ongoing evaluation and refinement. This experience will serve as the guide for the expanded study to be conducted during 1975-76.

B. Procedures

Immediately prior to the installation and tryout of the SIGI equipment in the Fall 1974, information about the SIGI study will be made available to students. Following this, students expressing an interest in the program will be assigned to the experimental or control groups. The experimental group will complete the Values and Information sections of the SIGI program and will be provided followup individual counseling with the three assigned SIGI counselors. The control group students will be given the traditional experience - completion of a standard vocational test battery followed by individual conferences with their assigned counselors. It is expected that minimum time involved in the post-SIGI or post-vocational test counseling sessions will be one hour per student. In many instances extra conferences will be necessary.

Data will be collected and subjected to analysis and interpretation.

C. Sample

It is anticipated that the 1974-75 sample will consist of 150 students in the experimental group and 150 students in the control group. The 1975-76 sample will have 250 students in each group.

Every effort will be made to solicit applications from all segments of the PCC student population. It is expected that assignment to the experimental or control groups will be made on an alternating basis. The first applicant will be assigned to the experimental group, the second applicant to the control group, with subsequent applicants assigned in this alternating manner.

Basic requirements in order to participate are two: (1) enrollment in one or more courses at PCC and (2) a willingness to participate fully in the SIGI project. In order to be included in the study, students must complete all requirements - the SIGI program or the vocational test battery, the followup conference, the post-conference questionnaire, and the occupational information test.

D. Collection and Treatment of the Data

Basic data will be collected by means of student and counselor questionnaires. Additional data will be obtained from the post-SIGI questionnaires (experimental group only), the occupational information test (both groups, given during concluding conference), and student records.

After collection, the data will be tabulated and submitted to

appropriate nonparametric statistical analyses. The .05 level of confidence will be used to test the Null hypotheses.

E. Criteria

Preliminary to the selection of criteria to be measured, the persons charged with developing the research design held several conferences with staff members involved in the project and with key outside persons. Various criteria were proposed and studied. Several drafts were prepared, analyzed, and additional refinements were made. The criteria finally selected were those that could be measured effectively and were related directly to the basic objectives of the project.

In establishing the criteria certain assumptions were made. It was assumed that, for most students, a high degree of satisfaction with career plans would be a positive feature. It could be argued, however, that a high level of satisfaction, if the plans were unrealistic, would be a negative feature. Thus, when considering a student's career decision, confidence of success in reaching his career goal, and his expressed need for additional vocational counseling, the most common interpretations would be considered as desirable.

The selected criteria are listed below:

#1. Extent of success in career objective as measured by completion of 1974-75 school year.

#2. Extent of success in college program as measured by g.p.a. for 1974-75.

#3. Students' satisfaction with current educational plans as determined by self ratings.

#4. Students' confidence in succeeding in current educational plans as determined by self ratings.

#5. Students' satisfaction with current vocational plans as determined by self ratings.

#6. Students' confidence in succeeding in vocational plans as determined by self ratings.

#7. Students' expressed need for help with educational planning as determined by self ratings.

#8. Students' expressed need for help with vocational planning as determined by self ratings.

#9. Extent of students' knowledge of college course requirements for vocational goal as determined by self ratings.

#10. Extent of students' knowledge of entry level requirements for their chosen career as determined by self ratings.

#11. Probability of students succeeding in their educational program as determined by counselor ratings.

#12. Probability of students attaining their vocational goals as determined by counselor ratings.

#13. Extent of students' information about chosen occupation as determined by score on occupational information questionnaire.

#14. Value of post-SIGI, and post-vocational test interpretation counseling sessions as measured by student ratings.

#15. SIGI users only - value of the SIGI experience as measured by student ratings.

#16. Realistic nature of changes in students' career objective as determined by counselor ratings. (Limited only to those students who change career objective.)

#17. Degree of students' knowledge of how to make career decisions as determined by counselor ratings.

#18. Degree of students' information about specific occupations as determined by counselor ratings.

#19. Degree of students' knowledge of course requirements for specific occupations as determined by counselor ratings.

#20. Degree of students' knowledge of their desired outcomes from the counseling conference as determined by counselor ratings.

#21. Overall value of the counseling conference as determined by counselor ratings.

#22. Degree of change in students' sureness in choice of college program and occupation as measured by self ratings.

#23. Degree of change in students' self knowledge of factors which are important in making career decisions as measured by self ratings.

#24. Degree of change in students' knowledge of the occupation and college program of their choice as measured by self ratings.

#25. Amount of time devoted to post-SIGI or post-vocational test counseling sessions.

Other areas to be investigated include the following:

#26. Reading ability - SIGI students only. Measured by WRAT Reading score.

#27. General reaction to the SIGI program. SIGI students only. Determined by student responses on the SIGI Evaluation Sheet.

#28. Background information of student applicants. Obtained from responses on the Registration Form.

F. Assumptions and Limitations

(1) Both experimental and control groups will consist of volunteers. Findings can be generalized only to volunteer students but this is not a problem area as future student use of SIGI is expected to be on a voluntary basis.

(2) Only students completing all requirements of the SIGI project will be considered part of the sample. Concerted efforts will be made to ensure that participating students complete all parts of the project.

(3) This research design is restricted to activities to be carried out during 1974-75 by College personnel. It is understood that E.T.S. will be conducting its own evaluation

of the project. Plans for the evaluation to be done by the outside evaluator have not been made at this time. The research design described here is independent of that to be done by ETS and the outside evaluator.

(4) It is expected that the SIGI program will not be operational on the PCC campus until mid October 1974. In order to avoid disappointment on the part of students, applications for participation in the program will not be distributed until it is assured that the SIGI program is fully functional.

(5) According to current information, only the first two sections of the SIGI program - Values and Information will be available during most of the 1974-75 school year. It is expected that the Prediction and Planning sections of the program will not be operational until the late Spring 1975. Thus, the 1974-75 evaluation of the SIGI program will be limited to what is available, namely, the Values and Information sections.

(6) A basic objective of the SIGI program as stated in the College's Application to the Chancellor's Office of the California Community Colleges for this Vocational Education Research Project was as follows:

> "Given the model system including hardware, software, trained personnel and selected students, a controlled experiment will test the hypotheses that there is a significant difference in the career decision processes of students utilizing

> the SIGI model in comparison to traditional guidance counseling procedures at Pasadena. Outputs are to be measured by student opinions and a panel of experts."

The research design has been constructed to comply with the stated objective. The criteria to be measured have been developed as being measurable and fundamental to the "career decision making process."

(7) A project of this scope and ultimate objective has a major limitation in that it does not lend itself to immediate evaluation. The true effect the SIGI program has in assisting students make meaningful decisions about their careers can be assessed only in terms of the life histories of the individuals - their needs, desires, successes, and failures. Factors that lead to suitable career decisions can be measured but at best, this measurement can be considered only as an expedient until an extensive followup of the participants can be completed.

PART II. BACKGROUND AND RELATED MATERIALS

A. Background

During the past several years, the Educational Testing Service has been engaged in a program of research and development to assist students in making better career decisions. With substantial grants from the Carnegie Foundation and the National Science Foundation, a distinguished group of E.T.S. research scientists has developed a computer based guidance program, SIGI*, which now is ready for field testing. Six junior colleges nationwide will be involved. Pasadena City College has been chosen as the Western States' representative in this project.

Evaluation is an essential ingredient of the field test. Although a small pilot study was conducted at Mercer College in Trenton, New Jersey, more information now must be gathered from students nationwide to discover whether SIGI loves up to the high expectations held for it.

Description of SIGI

Because SIGI is a new concept and is still in the state of development, a few words of description are in order. The person who wishes to use SIGI is seated in front of a specially designed computer terminal which has a television screen and a keyboard. The first step in the program is the exploration of personal values and career expectations. Questions appear on the screen, and the person responds by pressing an appropriate key. The respondent is forced to consider the relative importance to him of such value factors as making a lot of money, the opportunity to help others, having the freedom to make independent decisions, prestige, security,

*The acronym given to this career guidance aid is SIGI: System of Interactive Guidance and Information.

variety in tasks to be performed, opportunities for leadership and responsibility, working in the field of one's major interest, opportunity to engage in leisure time activities, early entry into the occupation, and the kinds of preparation to enter the occupation. Before proceeding further, SIGI helps the student to clarify the satisfactions he expects from a career and the sacrifices he is willing to make to achieve them.

The next step for the student is to learn as much as possible about the occupations where these satisfactions can be found. SIGI contains rather extensive information about 120 occupations. This information is made available to the student, selectively, in accordance to his requests.

In the third step, SIGI helps the respondent to predict his chances for success in the various occupations under consideration.

Finally, SIGI informs the respondent of the next steps to take in following through with his career decisions. He is assisted in planning his educational and occupational program. Alternate related career decisions are discussed as well for the student who may decide to change his career directions along the way.

The Research Design

Many considerations must be given to the development of a research design to evaluate the usefulness of SIGI. The traditional and generally accepted model is as follows:

A. Identify the students who desire aid in career guidance.

B. Assign these students truly at random to one of two groups: The control group that will receive the traditional vocational guidance testing and counseling and the experimental group that will spend an equal amount of time in career exploration using SIGI.

C. At the conclusion of the "treatment," evaluate the suitability of the career choices for the students in the two groups.

D. By an appropriate non-parametric statistic determine whether there is a significant difference in the suitability of career choice for the students who have had the SIGI experience as contrasted with those who have received the customary vocational testing and counseling.

A slight variation of this procedure would be to evaluate the appropriateness of the vocational preference for all students prior to the treatment. Then give the traditional vocational testing treatment to the control group and the SIGI treatment to those in the experimental group. Finally, obtain new measures of appropriateness of occupational choice. Measure the gain for the two groups. Determine whether the gain for the experimental group is significantly different from the gain for the control group.

Assuming this model is followed, how is the degree of suitability or appropriateness of an occupational goal to be measured? Should it be the degree of confidence the student expresses for his choice; the results of vocational interest tests; the degree of information he has about occupations; or the judgment of the counselor in regard to whether the student has the

ability, interest, disposition, and temperament to succeed in the educational and training program as well as the occupation itself?

Ultimate Criterion of Appropriateness

Some say the only way to measure appropriateness of occupational choice is to wait until the individual is actively engaged in his chosen field. Then ask him to rate his degree of satisfaction with his choice and whether he thinks he should have made different career decisions.

Career Decisions - A Developmental Process

Vocational counselors today agree that career plans are not a one time decision. Career decisions rather are a developmental process. Very early, students make decisions about the kinds of students they are and the school grades for which they will strive. They make decisions about their leisure activities, part time jobs, and experience. In high school they choose whether they will take classes that are prerequisite to higher mathematics and science classes in college.

It is customary for people to change their minds many times about entering into specific occupations as their self-concepts change and as they increase in knowledge and experience. Career decisions are modified also as the opportunities for employment change and as there are transitions in personal needs and desires.

E.T.S. - SIGI Objective

The research psychologists at the Educational Testing Service emphasize

that SIGI is designed to help people make better career decisions. It teaches them HOW to make career decisions, forces them to think about and evaluate their own career expectations, provides pertinent information about careers, assists them to predict their chances for success, aids them in planning the path to their goals, and provides opportunities for diversion or branching, if desired, as the student matures in his career development and works toward his career goals. E.T.S. stresses the point that evaluations, therefore, must focus on the process of making career decisions rather than on specific vocational goals at specific times.

If career decisions are truly developmental, perhaps a person's ultimate career never can be positively and finally envisioned. Certainly career decisions are influenced throughout life by experiences and developments that cannot be fully anticipated in advance.

What form then should the research design take? Should it involve the traditional pre-test post-test, experimental group - control group design usually employed in summative evaluation? Should the research design place emphasis on career decision making as a formative developmental process with the evaluation depending on indepth interviews with the persons's involved? Perhaps the evaluation should not be directed toward the student's occupational choice at all, but rather toward an evaluation of whether the student is prepared to make better career decisions because he has a fuller knowledge of himself, knows more about the paths of preparation that lead to different occupations, and has more information about occupations.

Research Design Expectations - Chancellor's Office

Pasadena City College is aware of expectations in regard to its research design. The Chancellor's Office of the California Community Colleges would like to know whether SIGI would improve career guidance significantly in California schools. Can SIGI, developed for the junior college, also be used effectively in California high schools? Is SIGI equally useful for those who are interested in strictly occupational objectives with early job entry in mind as it is for those students who plan to transfer to four year colleges? Is SIGI equally helpful and appropriate to all ethnic groups?

Pasadena City College Board of Trustees

The Pasadena City College Board of Trustees is interested in the effectiveness of SIGI in career guidance and its place in the Pasadena City College counseling program, but it is also concerned with its cost. How much better is career guidance that involves SIGI than career guidance using the traditional career guidance testing and counseling? How much more does it cost per student?

Limitations

The Pasadena City College Board of Trustees has asked for a preliminary evaluation report by September 1975, and a more complete report in September 1976. The computer and terminal cannot be installed prior to October 1974. At that time, only the first two sections of the SIGI program, Values and Information, will be available from E.T.S. Educational Testing Service is involved in a major modification of its delivery system, and will be unable

to make delivery of the Prediction and Planning portions prior to 1975. E.T.S. emphasizes that their research on SIGI is not complete. Much of its usefulness will depend on the research and development that will be done in Southern California and at Pasadena City College during the next two years. For example, local job information must be gathered and fed into the system. Prerequisite and recommended courses for various occupational objectives must be obtained from the major four year colleges in the area. Key classes for various occupational curricula must be identified. Predictive studies must be undertaken to determine the relationship between scholarship in these key courses and success in occupational objectives. Scholastic aptitude test data must be related to occupational objectives.

Although a great deal of money and effort already have been expended in the development of the SIGI program, information must be gathered from many different institutions and from various geographic areas of the nation and fed into the computer before the full usefulness of SIGI can be realized. Thus any evaluation of SIGI during the next two years must be made with the realization that the instrument is not complete.

1974-75 Pilot Study

Because of the many serious limitations described above, Pasadena City College proposes to use October 1974 to June 1975 primarily as a period of orientation. Counselors, teachers, administrators, members of the P.C.C. Board of Trustees, as well as students will have the opportunity to become familiar with SIGI. During this time the College will conduct a pilot study to refine research procedures which will be utilized September 1975 to June

1976 when the program will be nearly ready.

It is the intention of the College to study the value of SIGI for no less than 150 students the first year, and a total of no less than 400 students for the two years under consideration.

The Classical Research Model

Because the ultimate objective of SIGI is to facilitate a developmental process that takes place throughout the life of an individual, namely the process of making career related decisions, there may be some question about an evaluation that will focus on a period of a few weeks or even two years in the life of a student. Some research scientists will insist on the classical research paradigm which involves an experimental group and a control group. Others will opine that this research model is inappropriate and suggest a strategy of simple description. New leaders in the field of evaluation research may favor the Multi-Attribute Utilities Method of Ward Edwards which was described cogently by Dr. Marcia Guttentag in a recent issue of Evaluation.* The Edwards evaluation model is based on decision theory and on the belief that the subjectivity is inherent in decision making. In this kind of evaluation, the "objective" classical experimental designs are seen as of little value. Pasadena City College, however, in accepting the grant from the Chancellor's Office of the California Community Colleges for this two year study, is obliged to use the classical research model.

*"Subjectivity and Its Use in Evaluation Research," by Marcia Guttentag, Evaluation, Volume 1, Number 2, 1973.

Some of the criteria which have been selected for this study may seem to have remote relevance to the process of making appropriate career decisions. It is likewise recognized that many different uncontrollable factors will influence the criteria in addition to the treatment (SIGI or Vocational Testing).

The criteria chosen for inclusion in this study were selected after careful study and with consideration of the time constraints (first report due September 1975; final report due September 1976). We hereby acknowledge with appreciation the helpful suggestions in regard to the criteria which were made by the Southern California Institutional Research Association which met at Pasadena City College in June 1974.

Several Independent Evaluations

Because of the enthusiasm and optimistic prediction of SIGI developers and proponents, as well as the tremendous investment in financial and human resources, there is great interest in the evaluation of this project. Educational Testing Service, the developer, will conduct its own evaluation not only at Pasadena City College but also at the other sites selected across the nation for field testing. There will be the local evaluation conducted at Pasadena City College. Finally, there will be a study conducted by an outside evaluator.

B. Dissemination of Information Regarding SIGI

A variety of methods will be used to inform Pasadena City College students, faculty, and the college community about the SIGI program. These include:

1. Notices in the Crier, a weekly campus information sheet.
2. Articles in the Courier, the campus newspaper.
3. Posters, announcements, and applications in the Counseling Offices, Student Center, and places where students gather.
4. Feature articles in local newspapers.

C. Suggested Announcement about SIGI

INFORMATION THAT MIGHT BE INCLUDED IN A LETTER TO STUDENTS

Students enrolled at Pasadena City College have an unusual opportunity to participate in an innovative program designed to help them make better decisions about their careers. The procedure is something like this. The student enters a small private carpeted room with a specially designed computer terminal with a keyboard and a television screen. After the student is comfortably seated, the computer begins asking questions which appear on the television screen. Some of the questions are about factors which should be considered by any person who is making career decisions. For example, the computer may ask, "What is the most important to you, beginning salary, job security, opportunities for advancement, or opportunities to make a lasting contribution to mankind?" Likewise, the student is encouraged to ask the computer questions, such as, "Will I make more money as a secretary or a nurse?" "What college is best if I want to major in Radiology?" "Are there still good opportunities for teachers?" "What jobs are available in Los Angeles County right now for persons with my interests?" "If I plan to be a veterinarian and transfer to the University of California at Davis, what courses should I take while I am at PCC?"

Not only will the computer answer your questions immediately and accurately via the television screen, it will print on paper the answers to as many of your questions as you would like. When you leave the computer terminal, you may take the printed answers to your personal questions with you. Some students may leave with 40 or more pages of

answers to questions they have asked SIGI about occupations.

This remarkable aid to career planning has been named SIGI, for System of Interactive Guidance and Information. It combines a special computer with an abundance of occupational information and a guidance program which has been developed by the Educational Testing Service. E.T.S., an organization highly regarded for its educational research, has spent several years and well over a million dollars in developing this aid to career guidance. Funding has come from the Carnegie Foundation and the National Science Foundation.

Pasadena City College has been selected as the West Coast site for field testing this computer based career guidance program. The Chancellor's Office of California Community Colleges, interested in whether this program lives up to its promise and whether it is financially feasible to use it in other California community colleges, has awarded Pasadena City College a grant for this research program.

Because this computer based career guidance program is a research program, only one half of the students who express a desire to use SIGI will be able to do so. The other half will serve as a control group and will receive the traditional career guidance counseling offered by the Pasadena City College Counseling and Testing Department. We hope you will want to participate. Here are some of the specifics:

Location: SIGI will be located in the Career Guidance Center, C234, Pasadena City College.

Time: We anticipate most students will want to spend two to four hours with SIGI on one or more occasions.

Get in on the act. Meet SIGI, your friendly computer. He will amaze you with his fund of information, his speed, his accuracy, his perspicacity.

For further information, send in your application or see Mrs. Allen in Room C234.

PASADENA CITY COLLEGE

SIGI INFORMATION SHEET

(1) What Is The SIGI Program?

SIGI stands for the System of Interactive Guidance and Information. The program has been developed by the Educational Testing Service to assist community college students improve their ability to make suitable career decisions. The computer based program is geared to enhance a student's freedom of choice and to develop his understanding of the elements involved in choice. The underlying theory of the program has been produced over a period of time and the actual program has been tried out with community college students.

Pasadena City College has been selected as a site for field testing this career guidance program during 1974-75. In fact, PCC is the only college in the Western United States that has the SIGI program.

(2) What Goes On In The SIGI Program?

The basic SIGI program involves an interaction between the student and the computer which contains the SIGI material. The student enters a small private room containing a specially designed computer terminal with a keyboard and a television screen. After the student is comfortably seated, the computer begins asking questions which appear on the television screen. Some of the questions are about factors which should be considered by any person who is making career decisions. For example, the computer may ask, "What is important to you, beginning salary, job security, opportunities for advancement, or opportunities to make a lasting contribution to mankind?" Likewise, the student is encouraged to ask the computer questions, such as,

"Will I make more money as a secretary or a nurse?" "What college is best if I want to major in Radiology?" "Are there still good job opportunities for teachers?"

Not only will the computer answer the student's questions immediately and accurately via the television screen, it will print on paper the answers to those questions most interesting to the student. When leaving the computer terminal, the student may take the printed answers with him.

(3) How Can I Participate In The SIGI Program?

Applications to participate in the SIGI program are being accepted in Room C234. As this is a research program, not all applications can be accepted. Computer time available and other factors will limit the number of students that will be able to use the program this year. It is expected that one half of the students who express a desire to use SIGI will be able to do so. Students not selected for the SIGI program will be eligible for an alternative program consisting of extensive testing of vocational interests, temperament traits, abilities, etc., followed by individual counseling sessions to review test findings and to develop career plans.

All interested students are encouraged to submit their applications immediately.

(4) What Can I Expect From The SIGI Program?

It would be unrealistic to expect that participation in the SIGI program, or in any career guidance program, would provide all the answers about the career decisions. Early try-outs of the program with the

community college students have received a positive response from students.

The first section of the SIGI program deals with values and should help to clarify what values are most important to you in your search for a suitable occupation. The next section of SIGI will help you to learn about occupations that match your values. The time and effort you devote to the SIGI program will assist you in making better decisions about your career possibilities.

Those students taking the alternative program will be utilizing vocational tests and individual counseling to find out more about their interests, their temperament traits as related to college and job success, and their ability to succeed in various college programs. This total program should assist these students in making more realistic career decisions.

(5) How Much Time Will It Take?

It is expected that time at the SIGI terminal will be about two hours. This will be followed by an individual counseling session (or sessions). The total time probably will be a minimum of three hours and will involve two or three separate appointments.

Students taking the alternative program can expect to take two to four hours to complete the basic vocational tests. This time can be broken into fifty minute segments to fit your class schedule. Following completion of the tests, an individual counseling session (or sessions) will be scheduled to interpret test materials and to formulate career plans.

D. Description of Criteria Measures

(1) Success in career objective as measured by the completion of the 1974-75 school year.

	Withdrew	Completed
Control		
Experimental		

(2) Success in college as measured by g.p.a. for 1974-75:

Low -- - 2.4, Middle 2.5 - 3.4, High 3.5+

	Low	Middle	High
Control			
Experimental			

(3) Degree of satisfaction with current educational plans as determined by students' self ratings.

	Not Satisfied	Satisfied	Very Satisfied
Control			
Experimental			

(4) Degree of confidence in succeeding in current educational plans as determined by students' self ratings

	Not Confident	Confident	Very Confident
Control			
Experimental			

(5) Degree of satisfaction with current vocational plans as determined by students' self ratings.

	Not Satisfied	Satisfied	Very Satisfied
Control			
Experimental			

(6) Degree of confidence in succeeding in vocational plans as determined by students' self ratings.

	Not Confident	Confident	Very Confident
Control			
Experimental			

(7) Students' expressed need for help with educational planning. Measured by questionnaire ratings.

	No Help Needed	Help Needed	Much Help Needed
Control			
Experimental			

(8) Students' expressed need for help with career planning. Measured by questionnaire ratings.

	No Help Needed	Help Needed	Much Help Needed
Control			
Experimental			

(9) Extent of students' knowledge of college course requirements as determined by self ratings.

	Very Limited Knowledge	Some Knowledge	Adequate Knowledge
Control			
Experimental			

(10) Extent of students' knowledge of entry level requirements for their chosen career as determined by self ratings.

	Very Limited Knowledge	Some Knowledge	Adequate Knowledge
Control			
Experimental			

(11) Probability of success in students' educational program as determined by counselors' rating.

	Little Probability	Reasonable Probability	High Probability
Control			
Experimental			

(12) Probability of students' attaining stated vocational goal as determined by counselors' rating.

	Little Probability	Reasonable Probability	High Probability
Control			
Experimental			

(13) Extent of students' information about chosen occupation as measured by score on occupational information questionnaire.

	Little Information	Adequate Information	More Than Adequate Information
Control			
Experimental			

(14) Value of post-SIGI and post-vocational test interpretation counseling sessions as measured by student ratings.

	Little Value	Valuable	Much Value
SIGI			
Non SIGI			

(15) SIGI users only - Value of the SIGI experience. Measured by rating sheet.

	No Value	Valuable	Much Value
Male			
Female			

(16) Realistic nature of changes in students' career objective. Measured by counselors' ratings. (Only those students' who change career objectives.)

	Less Realistic	More Realistic	No Difference
Control			
Experimental			

(17) Degree of students' knowledge of how to make career decisions as determined by counselor ratings.

(A = highest level, F = lowest level)

	F	D	C	B	A
Control					
Experimental					

(18) Degree of students' information about specific occupations as determined by counselor ratings.

(A = highest level, F = lowest level)

	F	D	C	B	A
Control					
Experimental					

(19) Degree of students' knowledge of course requirements for specific occupations as determined by counselor ratings.

(A = highest level, F = lowest level)

	F	D	C	B	A
Control					
Experimental					

(20) Degree of students' knowledge of desired outcomes from the counseling conference as determined by counselor ratings.

(A = highest level, F = lowest level)

	F	D	C	B	A
Control					
Experimental					

(21) Overall value of the counseling conference as determined by counselor ratings.

(A = highest level, F = lowest level)

	F	D	C	B	A
Control					
Experimental					

(22) Degree of change in students' sureness in choice of college program and occupation as measured by self ratings.

	Less Sure	No Change	More Sure
Control			
Experimental			

(23) Degree of change in students' knowledge of factors which are important in making career decisions as measured by self ratings.

	Less Knowledge	No Change	More Knowledge
Control			
Experimental			

(24) Degree of change in students' knowledge of the occupation and college program of their choice as measured by self ratings.

	Less Knowledge	No Change	More Knowledge
Control			
Experimental			

(25) Amount of time devoted to post-SIGI or post-vocational test counseling sessions.

	1-2 Hours	2-3 Hours	3-4 Hours	Over 4 Hours
Control				
Experimental				

Other Areas to be Investigated

(26) Reading ability as determined by grade placement score on the Reading Section of the WRAT. SIGI students only.

(27) General reaction to the SIGI program. Determined by student responses on the SIGI Evaluation Sheet. (SIGI students only.)

(28) Background information of student applicants. Information obtained from responses on the Registration Form.

E. SIGI PROJECT: CRITERIA TO BE MEASURED
SOURCES AND DUE DATES

(Plus Other Areas to be Investigated)

No.	CRITERION OR AREA	SOURCE	MEASURED BY	DUE DATE
1.	Success in Career Objective	Student Records	Completion of 1974-75 School Year	June 1975
2.	Success in College	Student Records	G.P.A.	June 1975
3.	Satisfaction with Educational Plans	Student Questionnaire (SQ I & SQ II)	Item #3	Final Conference
4.	Confidence in Succeeding in Educational Plans	Student Questionnaire (SQ I & SQ II)	Item #4	Final Conference
5.	Satisfaction with Vocational Plans	Student Questionnaire (SQ I & SQ II)	Item #5	Final Conference
6.	Confidence in Succeeding in Vocational Plans	Student Questionnaire (SQ I & SQ II)	Item #6	Final Conference
7.	Students Need for Help with Educational Plans	Student Questionnaire (SQ I & SQ II)	Item #7	Final Conference
8.	Students Need for Help with Career Plans	Student Questionnaire (SQ I & SQ II)	Item #8	Final Conference
9.	Knowledge of Course Requirements	Student Questionnaire (SQ I & SQ II)	Item #9	Final Conference
10.	Knowledge of Career Entry Level Requirements	Student Questionnaire (SQ I & SQ II)	Item #10	Final Conference
11.	Probability of Succeeding in Educational Program	Counselor Questionnaire (CQ)	Item #2	After Final Conference

E. SIGI PROJECT· CRITERIA TO BE MEASURED

(Plus Other Areas to be Investigated)

No.	CRITERION OR AREA	SOURCE	MEASURED BY	DUE DATE
12.	Probability of Attaining Vocational Goal	Counselor Questionnaire (CQ)	Item #3	After Final Conference
13.	Information about Chosen Occupation	Occupational Information Questionnaire (OIQ)	Scored by Counselor Maximum Score - 45	Final Conference
14.	Value of Counseling Sessions	Student Questionnaire (SQ I & SQ II)	Item #11	Final Conference
15.	Value of the SIGI Experience	SIGI Evaluation Questionnaire (SEQ)	SIGI Users Only Item #14 & #16	Final Conference
16.	Nature of Changes in Career Objective	Counselor Questionnaire (CQ)	Item #4 Students who Change Career Goals Only	After Final Conference
17.	Knowledge Re: Career Decisions	Counselor Questionnaire (CQ)	Item #5	After Final Conference
18.	Information Re: Specific Occupations	Counselor Questionnaire (CQ)	Item #6	After Final Conference
19.	Knowledge of Course Requirements	Counselor Questionnaire (CQ)	Item #7	After Final Conference
20.	Knowledge of Outcome from Counseling Conference	Counselor Questionnaire (CQ)	Item #8	After Final Conference
21.	Value of Counseling Conference	Counselor Questionnaire (CQ)	Item #9	After Final Conference
22.	Change Re: Sureness of Choice in College Program and Occupation	Student Questionnaire (SQ I & SQ II)	Item #12	Final Conference

E. SIGI PROJECT: CRITERIA TO BE MEASURED

(Plus Other Areas to be Investigated)

No.	CRITERION OR AREA	SOURCE	MEASURED BY	DUE DATE
23.	Change Re: Knowledge of Factors Important in Making Career Decisions	Student Questionnaire (SQ I & SQ II)	Item #13	Final Conference
24.	Change Re: Knowledge of The Occupation and College Program of Their Choice	Student Questionnaire (SQ I & SQ II)	Item #14	Final Conference
25.	Time Spent in Followup Counseling	Counselor Questionnaire (CQ)	Item #1	After Final Conference
26.	Reading Ability	WRAT - Reading	SIGI Users Only	Prior to First SIGI Session
27.	Reaction to the SIGI Experience	SIGI Evaluation Questionnaire (SEQ)	SIGI Users Only	After Final Session with SIGI
28.	Student Background Information	Registration Form		Prior to Selection for The Program

F. Additional Analyses of the Data

After the experimental group using SIGI and the control group using the traditional vocational testing and counseling are compared in terms of the criteria discussed previously, the data will be subject to further analyses. Other areas of special interest will include whether there is a significant difference in the effectiveness of SIGI for persons of different sex, ethnic group, age, or occupational choice. Attention also will be given to which portions of SIGI are the most helpful and which portions present problems or need strengthening or revision.

PASADENA CITY COLLEGE

REGISTRATION FORM - SIGI APPLICANTS

I. Name _____ Date _____
Last First M.I.

Permanent Address _____
Number Street

_____
City State Zip

Birthdate _____ Age: 17 or under ____ 24 - 30 ____
18 - 23 ____ 31 or over ____

Social Security Number ___ ___ ____ ___ ____ ____ ____

Phone Number _____ Sex: Male ____
Female ____

II. Ethnic Background

Afro-American (Black) ____ Oriental or Asian American ____
Mexican-American, Chicano, or Spanish Surname ____ White ____

III. Present Career Choice: _____

A. How much information do you have about this career?
Extensive ____ Considerable ____ Little ____ Very little ____

B. Do you want more information about this career?
Yes ____ No ____

C. How confident are you of your choice? Very confident ____
Confident ____ Some doubts ____ Very undecided ____

D. Will you be able to obtain from Pasadena City College the preparation you need for direct employment in your chosen career?
Yes ____ No ____ Don't know ____

E. Do you plan to transfer to a four year college?
Yes ____ No ____ Undecided ____

F. What are your expectations from participation in this program?

_____

_____

_____

_____

PASADENA CITY COLLEGE

SIGI EVALUATION QUESTIONNAIRE (SEQ)

Name _____
Last First M.I.

Social Security Number ___ ___ ___ ___ ___ ___ ___ ___ ___

Time On Computer

Time In	Time Out	Date

1. What is the primary reason you chose to use SIGI to assist you with your vocational plans?

   A. I was curious regarding this program for career guidance and wanted to learn more about it ____

   B. I had decided to change my career plans ____

   C. I was undecided in regard to my career plans and needed more information ____

   D. I was considering changing my career plans ____

   E. I felt quite confident about my career plans but still had a few doubts or questions ____

   F. I wanted to confirm my career plans ____

2. Did you need assistance while working with the SIGI computer terminal?

   A. Only for initial instructions ____

   B. Yes, twice ____

C. Yes, three times ____

D. Yes, four times or more ____

E. No assistance needed ____

3. Did you have all the information you needed to use SIGI effectively?

A. Yes ____

B. No, but the needed information was supplied by the counselor ____

C. No, but the needed information was easily obtained ____

D. No, but I got along all right without it ____

E. Because I didn't have the information I needed, the computer was not very helpful to me ____

4. Tentative occupational choice prior to use of SIGI _____

5. When you first came to SIGI, how confident of your occupational plans were you?

A. I came to SIGI not knowing what I wanted to do ____

B. I came to SIGI having several alternatives ____

C. I came to SIGI with questions or doubts about my occupational plans ____

D. I came to SIGI with confidence in my occupational plans ____

6. Tentative occupational choice now _____

7. Now, how confident of your plans are you? (Check as many as appropriate)

A. I am still uncertain ____

B. I have a much better idea now ____

C. SIGI helped me to choose one ____

D. SIGI helped confirm the choice I had already made ____

E. SIGI suggested other things which I am considering ____

8. How was SIGI helpful? (Check all that apply)

   A. Assisted me to think about my interests ____

   B. Assisted me to think about my abilities ____

   C. Assisted me to think about my values ____

   D. Assisted me in making career plans ____

   E. Assisted me to obtain more information about occupations ____

   F. Assisted me to obtain more information about college programs ____

   G. Assisted me in teaching me how to make career decisions ____

   H. It was not helpful ____

9. What was the most useful section of SIGI for you?

   Values ____ Information ____

10. Is there anything SIGI didn't cover that you would like it to cover?

    What _____

11. Did you have any trouble locating an occupation in which you are interested? Yes ____ No ____

12. Were there any occupations missing from SIGI in which you were interested? Yes ____ No ____ If Yes, list occupations

    _____ _____ _____

13. Is there any area you would like to have covered more fully?
    Yes ____ No ____ If Yes, it was _____

14. Circle the grade that you would give SIGI on each of the following:
    (A - Very high, F - Very low)

    A. General interest . . . . . A B C D E F

    B. Clarity of directions . . . . . A B C D E F

C. Helping you to become more aware of your values A B C D E F

D. Helping you to understand that values are related to career decisions . . . . . .A B C D E F

E. Helping you to find out which occupations fit your values . . . . . .A B C D E F

F. Helping you to obtain information about occupations . . . . . .A B C D E F

G. Helping you to plan a program that is appropriate for an occupation you are considering . . .A B C D E F

H. Helping you to learn how to make career decisions A B C D E F

15. Did SIGI help you to make better use of your counselor's time (Check as appropriate)

A. After using SIGI, I felt the time I spent with the counselor was of greater value than if I had not used SIGI ____

B. After using SIGI, I felt there was no need to see a counselor ____

C. After using SIGI, I felt the need to see a counselor more than ever ____

16. In summary, was SIGI helpful to you?

A. Very much so. I was completely satisfied ____

B. Yes, it was very helpful ____

C. It was not very helpful ____

D. I would have received more help if I had just talked to a counselor without using SIGI ____

E. No, SIGI was a waste of time ____

17. Do you expect to return to Pasadena City College next semester?

Yes ____ No ____

18. Would you like to use SIGI again?

Yes ____ No ____

PASADENA CITY COLLEGE

OCCUPATIONAL INFORMATION QUESTIONNAIRE (OIQ)

Name _____ Date _____

Social Security Number __ __ __ __ __ __ __ __ __

Write brief answers or complete the following statements about the occupation you are most seriously considering. If you do not have enough information to answer the question, write "can't say" under the question.

Name of occupation _____

1. The work activities in this occupation include: _____

_____

_____

2. In this occupation, contact with other people (such as clients or co-workers is (check one):

   High ____ Medium ____ Low ____ Can't Say ____

   Contact with others consists mainly of: _____

3. To enter, you need at least (check one):

   Associate Degree ____ Bachelors ____ Masters ____ Ph.D. ____

   Can't Say ____ Other ____

4. Some of the required college courses are _____

_____

5. A worker in this occupation should have the following personal traits:

_____

_____

_____

6. Are there licensing requirements or state examinations?

Yes ____ No ____ Can't Say ____ If yes, what _____

_____

7. Typical beginning salary is $ _____

The average salary is $ _____

8. Opportunities for helping others are (check one):

Great ____ Medium ____ Small ____ Can't Say ____

In what ways can a worker in this occupation help other people? ____

_____

_____

9. Opportunities for leadership are (check one):

Great ____ Medium ____ Small ____ Can't Say ____

In what ways does a person in this occupation direct others? _____

_____

_____

For how many people is that person usually responsible? _____

10. In what interest field(s) is this occupation?

Scientific ____ Personal Contact ____ Business ____ Verbal, Writing ____ Technological (things, machines, mechanical skills) ____ The Arts (painting, sculpture, music) ____ Can't Say ____

11. In the eyes of the public, the prestige level of this occupation is (check one):

High ____ Medium ____ Low ____ Can't Say ____

12. The physical surroundings on the job usually are (check one):

Office ____ Outdoors ____ Laboratory ____ Store ____

Other ____

If other, describe: _____

13. Typical working hours are: _____

How often would you be expected to work overtime?

Rarely ____ Sometimes ____ Frequently ____ Can't Say ____

Would you work the same hours every day?

Yes ____ No ____ Can't Say ____

14. How much freedom from supervision would a person in this occupation have?

A small amount ____ A moderate amount ____ A great amount ____

Can't Say ____

15. How much variety does this occupation provide in people, places, and activities?

Variety Level

	High	Medium	Low	Can't Say
People	____	____	____	____
Places	____	____	____	____
Activities	____	____	____	____

16. Fringe benefits (extra benefits beyond salary) to employees in this field consist of:

_____

_____

_____

17. For the future (5-10 years), the employment outlook in this occupation is (check one):

Good ____ Fair ____ Poor ____ Can't Say ____

Why? _____

18. Name some businesses, industries, etc., which employ workers in this occupation.

_____

_____

19. The job security is (check one):

High ____ Medium ____ Low ____ Can't Say ____

Is there anything about the occupation that might affect job security?

Yes ____ No ____ Can't Say ____ If yes, describe: _____

_____

_____

20. What are chances for advancement in this occupation?

High ____ Medium ____ Low ____ Can't Say ____

What skills, experiences, etc., are required to advance in this occupation?

_____

_____

PASADENA CITY COLLEGE

OCCUPATIONAL INFORMATION QUESTIONNAIRE (OIQ)

(With Item Scores)

Name _____ Date _____

Social Security Number _ _ _ _ _ _ _ _ _

Write brief answers or complete the following statements about the occupation you are most seriously considering. If you do not have enough information to answer the question, write "can't say" under the question.

Name of occupation _____

(1-3) 1. The work activities in this occupation include: _____

_____

_____

2. In this occupation, contact with other people (such as clients or co-workers is (check one):

(1) High ____ Medium ____ Low ____ Can't Say ____

(1) Contact with others consists mainly of: _____

3. To enter, you need at least (check one):

(1) Associate Degree ____ Bachelors ____ Masters ____ Ph.D. ____

Can't Say ____ Other ____

4. Some of the required college courses are _____

(1-3) _____

5. A worker in this occupation should have the following personal traits:

(1-3) _____

_____

_____

6. Are there licensing requirements or state examinations?

(1) Yes ____ No ____ Can't Say ____ If yes, what _____

_____

(1) 7. Typical beginning salary is $ _____

(1) The average salary is $ _____

8. Opportunities for helping others are (check one):

(1) Great ____ Medium ____ Small ____ Can't Say ____

In what ways can a worker in this occupation help other people? ____

(1) _____

_____

9. Opportunities for leadership are (check one):

(1) Great ____ Medium ____ Small ____ Can't Say ____

In what ways does a person in this occupation direct others? _____

(1) _____

_____

For how many people is that person usually responsible? _____

10. In what interest field(s) is this occupation?

(1) Scientific ____ Personal Contact ____ Business ____ Verbal, Writing ____ Technological (things, machines, mechanical skills) ____ The Arts (painting, sculpture, music) ____ Can't Say ____

11. In the eyes of the public, the prestige level of this occupation is (check one):

(1) High ____ Medium ____ Low ____ Can't Say ____

12. The physical surroundings on the job usually are (check one):

(1)

Office ____ Outdoors ____ Laboratory ____ Store ____

Other ____

If other, describe: _____

(1) 13. Typical working hours are: _____

How often would you be expected to work overtime?

(1)

Rarely ____ Sometimes ____ Frequently ____ Can't Say ____

Would you work the same hours every day?

(1)

Yes ____ No ____ Can't Say ____

14. How much freedom from supervision would a person in this occupation have?

(1)

A small amount ____ A moderate amount ____ A great amount ____

Can't Say ____

15. How much variety does this occupation provide in people, places, and activities?

Variety Level

		High	Medium	Low	Can't Say
(1)	People	____	____	____	____
(1)	Places	____	____	____	____
(1)	Activities	____	____	____	____

16. Fringe benefits (extra benefits beyond salary) to employees in this field consist of:

(1-3) _____

_____

_____

17. For the future (5-10 years), the employment outlook in this occupation is (check one):

(1) Good ____ Fair ____ Poor ____ Can't Say ____

(1) Why? _____

18. Name some businesses, industries, etc., which employ workers in this occupation.

(1-3) _____

_____

19. The job security is (check one):

(1) High ____ Medium ____ Low ____ Can't Say ____

Is there anything about the occupation that might affect job security?

(1) Yes ____ No ____ Can't Say ____ If yes, describe: _____

(1) _____

_____

20. What are chances for advancement in this occupation?

(1) High ____ Medium ____ Low ____ Can't Say ____

What skills, experiences, etc., are required to advance in this occupation?

(1) _____

_____

PASADENA CITY COLLEGE

COUNSELOR QUESTIONNAIRE (CQ)

(To Be Completed After Last Followup Conference)

Student's Name _____ Date _____

Current choice of educational major _____

Current choice of vocation _____

1. Total time spent in followup conferences _____ minutes.

2. Rate the probability of the student succeeding in his chosen educational program.

   Little probability ____ Reasonable probability ____

   High probability ____

3. Rate the probability of the student attaining his chosen vocational goal.

   Little probability ____ Reasonable probability ____

   High probability ____

4. Only for those students who have changed their career goal since beginning the program. Current career objective as contrasted with previous career goal is:

   More realistic ____ Less realistic ____ No difference ____

Grade the student in the following areas: (A - Highest grade, F - Lowest grade)

5. Degree of student's knowledge of how to make career decisions . . . . . A B C D E F

6. Degree of student's information about specific occupations . . . . . A B C D E F

7. Degree of student's knowledge of course requirements for specific occupations . . . . . A B C D E F

8. Degree of student's knowledge of what he wanted to obtain from the counseling conferences . . . A B C D E F

9. Overall value of the counseling conferences . . A B C D E F

Completed by _____
Counselor

PASADENA CITY COLLEGE

STUDENT QUESTIONNAIRE (SQ I)

SIGI PROGRAM

Name _____ _____ Date _____

(1) What are your current educational plans? _____

_____

(2) What are your current vocational plans? _____

_____

(3) How satisfied are you with your current educational plans?

Very satisfied ____ Satisfied ____ Not satisfied ____

(4) How confident are you of succeeding in current educational plans?

Very confident ____ Confident ____ Not confident ____

(5) How satisfied are you with your current vocational plans?

Very satisfied ____ Satisfied ____ Not satisfied ____

(6) How confident are you of succeeding in current vocational plans?

Very confident ____ Confident ____ Not confident ____

(7) What is your current need for help with educational planning?

(A) Need considerable help ____
(B) Could use additional help ____
(C) Plans are pretty clear and do not need additional help at this time ____

(8) What is your current need for help with vocational planning?

(A) Need considerable help ____
(B) Could use additional help ____
(C) Plans are pretty clear and do not need additional help at this time ____

(9) Indicate the extent of your knowledge of college course requirements. Ex. Courses required for specific majors, course prerequisite requirements, etc.

____ Very limited knowledge
____ Some knowledge
____ Adequate knowledge

(10) Indicate the extent of your knowledge of entry level requirements. Ex. Examinations, credentialing or licensing, fees, training programs, memberships, apprenticeships, etc., for the vocation you are considering.

____ Very limited knowledge
____ Some knowledge
____ Adequate knowledge

(11) All students have had individual followup conferences with their counselors. At these conferences your SIGI materials were reviewed and career plans discussed. How valuable were these conferences to you?

____ Little value
____ Valuable
____ Much value

(12) Before you began the SIGI program, how would you have rated yourself in terms of how well you knew what college program and vocation you wanted?

Before beginning the SIGI program ---

____ I had almost no idea of what college program and vocation I wanted
____ I had some idea of what college program and vocation I wanted but wasn't too sure about these
____ I had a fairly definite idea of what college program and vocation I wanted
____ I knew for sure what college program and vocation I wanted

Now, after having completed the SIGI program, how would you rate yourself in terms of how well you know what college program and vocation you want?

After completing the SIGI program ---

____ I have almost no idea of what college program and vocation I want

____ I have some idea of what college program and vocation I want but am not too sure about these
____ I have a fairly definite idea of what college program and vocation I want
____ I know for sure what college program and vocation I want

(13) Before you began the SIGI program, how would you have rated yourself in your knowledge of factors important in making career decisions?

Before beginning the SIGI program ---

____ I had almost no idea of the factors which are important in making career decisions
____ I had some idea of the factors which are important in making career decisions but wasn't too sure about these
____ I had a fairly definite idea of the factors which are important in making career decisions
____ I definitely knew the factors which are important in making career decisions

Now, after having completed the SIGI program, how would you rate yourself in terms of how well you know the factors important in making career decisions?

____ I have almost no idea of the factors which are important in making career decisions
____ I have some idea of the factors which are important in making career decisions
____ I have a fairly definite idea of the factors which are important in making career decisions
____ I definitely know the factors which are important in making career decisions

(14) Before you began the SIGI program, how would you have rated yourself in terms of how much you know about the college program and vocation of your choice?

Before beginning the SIGI program ---

____ I knew very little about the college program and vocation I was considering
____ I knew a little about the college program and vocation I was considering
____ I knew quite a bit about the college program and vocation I was considering
____ I was very knowledgeable about the college program and vocation I was considering

Now, after having completed the SIGI program, how would you rate yourself in terms of how much you know about the college program and vocation of your choice?

After completing the SIGI program ---

____ I know very little about the college program and vocation I am considering
____ I know a little about the college program and vocation I am considering
____ I know quite a bit about the college program and vocation I am considering
____ I am very knowledgeable about the college program and vocation I am considering

PASADENA CITY COLLEGE

STUDENT QUESTIONNAIRE (SQ II)

VOCATIONAL EXPLORATION PROGRAM

Name _____ Date _____

(1) What are your current educational plans? _____

_____

(2) What are your current vocational plans? _____

_____

(3) How satisfied are you with your current educational plans?

Very satisfied ____ Satisfied ____ Not satisfied ____

(4) How confident are you of succeeding in current educational plans?

Very confident ____ Confident ____ Not confident ____

(5) How satisfied are you with your current vocational plans?

Very satisfied ____ Satisfied ____ Not satisfied ____

(6) How confident are you of succeeding in current vocational plans?

Very confident ____ Confident____ Not confident ____

(7) What is your current need for help with educational planning?

(A) Need considerable help ____
(B) Could use additional help ____
(C) Plans are pretty clear and do not need additional help at this time ____

(8) What is your current need for help with vocational planning?

(A) Need considerable help ____
(B) Could use additional help ____
(C) Plans are pretty clear and do not need additional help at this time ____

(9) Indicate the extent of your knowledge of college course requirements. Ex. Courses required for specific majors, course prerequisite requirements, etc.

____ Very limited knowledge
____ Some knowledge
____ Adequate knowledge

(10) Indicate the extent of your knowledge of entry level requirements. Ex. Examinations, credentialing or licensing, fees, training programs, memberships, apprenticeships, etc., for the vocation you are considering.

____ Very limited knowledge
____ Some knowledge
____ Adequate knowledge

(11) All students have had individual followup conferences with their counselors. At these conferences your vocational testing materials were reviewed and career plans discussed. How valuable were these conferences to you?

____ Little value
____ Valuable
____ Much value

(12) Before you began the Vocational Testing and Counseling program, how would you have rated yourself in terms of how well you knew what college program and vocation you wanted?

Before beginning the Vocational Testing and Counseling program ---

____ I had almost no idea of what college program and vocation I wanted
____ I had some idea of what college program and vocation I wanted
____ I had a fairly definite idea of what college program and vocation I wanted
____ I knew for sure what college program and vocation I wanted

Now, after having completed the Vocational Testing and Counseling program, how would you rate yourself in terms of how well you know what college program and vocation you want?

After completing the Vocational Testing and Counseling program ---

____ I have almost no idea of what college program and vocation I want

____ I have some idea of what college program and vocation I want but am not too sure about these
____ I have a fairly definite idea of what college program and vocation I want
____ I know for sure what college program and vocation I want

(13) Before you began the Vocational Testing and Counseling program, how would you have rated yourself in your knowledge of factors important in making career decisions?

Before beginning the Vocational Testing and Counseling program ---

____ I had almost no idea of the factors which are important in making career decisions
____ I had some idea of the factors which are important in making career decisions but wasn't too sure about these
____ I had a fairly definite idea of the factors which are important in making career decisions
____ I definitely knew the factors which are important in making career decisions

Now, after having completed the Vocational Testing and Counseling program, how would you rate yourself in terms of how well you know the factors important in making career decisions?

After completing the Vocational Testing and Counseling program ---

____ I have almost no idea of the factors which are important in making career decisions
____ I have some idea of the factors which are important in making career decisions
____ I have a fairly definite idea of the factors which are important in making career decisions
____ I definitely know the factors which are important in making career decisions

(14) Before you began the Vocational Testing and Counseling program, how would you have rated yourself in terms of how much you know about the college program and vocation of your choice?

Before beginning the Vocational Testing and Counseling program ---

____ I knew very little about the college program and vocation I was considering
____ I knew a little about the college program and vocation I was considering
____ I knew quite a bit about the college program and vocation I was considering
____ I was very knowledgeable about the college program and vocation I was considering

Now, after having completed the Vocational Testing and Counseling program, how would you rate yourself in terms of how much you know about college program and vocation of your choice?

After completing the Vocational Testing and Counseling program ---

____ I know very little about the college program and vocation I am considering
____ I know a little about the college program and vocation I am considering
____ I know quite a bit about the college program and vocation I am considering
____ I am very knowledgeable about the college program and vocation I am considering